



# ***WRITING SKILLS HANDBOOK*** ***CLASS 2007-1***

*Defense Equal Opportunity Management Institute*  
*Instructional Systems Design Division*  
*Patrick AFB, FL*

## FOREWORD

<p>A Message from:</p> <p><b>Alison Adderley-Pittman</b></p> <p>Academic Dean</p> <p>Brevard Community College</p> <p>Cocoa Campus</p>	<p>All members of the BCC community feel a deep sense of pride when working with DEOMI facilitators, staff, and students in preparing EOAs for their future work in equal opportunity. The writing program offers students the opportunity to increase their writing skills through a better understanding of research methods, persuasion, and analysis. These skills aid in increasing not only each student's writing ability but also each student's ability to formulate complaint clarifications, organizational assessments, policy letters, and other equal opportunity related matters.</p> <p>We look forward to each 10-week writing program as our opportunity to support our military personnel in accomplishing their goals.</p>
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# NOTES

## GRADING STANDARDS

<b>Score Sheet</b>	See Instructor.
<b>Re-Writes</b>	<p>A grade of 70 or above is required to pass all writing assignments.</p> <p>If a grade of 69.5 or below is scored, a rewrite is required.</p>
<b>Minimum Passing Score</b>	<p>Students receiving a failing grade on any paper must meet with their Writing Program group instructor to discuss the cause(s) of the failure and to receive guidance on the rewrite.</p> <p>Additionally, the students will receive written counseling by his/her small group trainer(s), and the failure will be recorded in their ISDE folder. If the rewritten paper is unsatisfactory, the student will receive additional counseling.</p> <p>The rewrite is due to the Writing Program Instructor no later than the next scheduled Writing Program class after receiving the graded original paper. A rewrite can only receive a maximum grade of 70 and may receive a lesser grade depending on the quality of the rewrite.</p>
<b>Late Papers</b>	<p>Student papers must be turned in on time. Late papers will be penalized 10 points per working day up to the next scheduled class. At that time, the paper will be considered a rewrite and can only receive a maximum grade of 70. Late papers will be turned in to small group trainers or to the Writing Program Coordinator on days other than those of the regularly scheduled class.</p>
<b>Rough Draft and Outlines</b>	<p>If the rough draft and outline are not turned in when due, 7 points will be deducted from paper for the rough draft and 3 points from the outline.</p>

## ABBREVIATIONS

<b>Acronyms</b>	<p>Pronounceable words formed by combining initial letters of the words in a name or phrase. Most acronyms are written in all caps without punctuation; however, commonly used acronyms are not written in caps.</p> <p>Examples:</p> <p>SALT (strategic <b>a</b>rms <b>l</b>imitation <b>t</b>alks) NASA will launch its next shuttle mission Friday. The president of BIG (<b>B</b>lacks in <b>G</b>overnment) will now speak. laser (<b>l</b>ight <b>a</b>mplification by <b>s</b>timulated <b>e</b>mission of <b>r</b>adiation) scuba (self-<b>c</b>ontained <b>u</b>nderwater <b>b</b>reathing <b>a</b>pparatus)</p>
<b>Brevity codes</b>	<p>Combinations of letters – pronounced letter by letter – designed to shorten a phrase, sentence, or group of sentences.</p> <p>Spell out the word (or words) when first used in a document and in the title.</p> <p>Use sparingly, correctly, and consistently.</p> <p>Examples:</p> <p>CFC        (<b>C</b>ombined <b>F</b>ederal <b>C</b>ampaign) DoD        (<b>D</b>epartment <b>o</b>f <b>D</b>efense) PCS        (<b>p</b>ermanent <b>c</b>hange of <b>s</b>tation) The NAACP works with the Congressional Black Caucus.</p>
<b>Abbreviated words</b>	<p>Use abbreviations in informal documents only, not in formal documents when style, elegance, and formality are important. DEOMI papers are professional papers and should not contain abbreviations, except acronyms and brevity codes.</p>
<b>Contractions</b>	<p>Do not use contractions in formal papers.</p> <p>Examples:</p> <p>isn't    don't    can't    it's    let's    wouldn't</p>

# CAPITALS

<b>Sentences</b>	Twenty-one people attended.
<b>Expression used as a sentence</b>	Really? No! So much for that.
<b>Enumerated items</b>	The commander listed the following responsibilities of liaison officers: 1. Become familiar with the situation. 2. Know the mission, and 3. Arrange for communications.
<b>First word of a quoted sentence</b>	When asked by his teacher to explain the difference between a sofa and a love seat, the nursery school boy had this to say: “Don’t reckon I know, ma’am, but you don’t put your feet on either one.”
<b>Materials following the colon starts on a new line</b>	They gave us three reasons: 1. They received the order too late. 2. The targeted bridge had already been closed. 3. It was Friday and nothing could be done until Monday.
<b>Hyphenated word with proper noun</b>	Non-Latin speaking people.  <p style="text-align: center;"><b>Do <u>not</u> capitalize</b></p>
<b>Words in parenthesis</b>	The company finally moved (agreeing to have vacated two months prior) to another location.
<b>Part of a quote, slogan, or motto if not capitalized in original quotation</b>	General MacArthur said that old soldiers “just fade away.”
<b>Enumerated items completing a sentence</b>	Liaison officers must:  a. become familiar with the situation, b. know the mission, and c. arrange for communications.
<b>Items in a list after colon</b>	Three subjects were discussed: fund raising, membership, and bylaws.

## CAPITALS – PROPER NOUNS

<b>Official name of a person, place, or thing</b>	Rome Fred Smith Rio Grande River	Anglo-Saxon Beth Samson-Gray Stratford-on-Avon
<b>Official Names but not common names</b>	Statue of Liberty Potomac River Panama Canal Air Command and Staff College Washington Monument Squadron Officer School	the statue the river the canal the college the monument the school
<b>Geographical locales, but not directions</b>	The Old South; the South; the Northwest; the Far East  But not: go south on the highway; I live east of here.	
<b>Names of military operations</b>	Operation Desert Shield Operation Provide Comfort Operation Deny Flight	
<b>National/International governmental and military organizations</b>	The Federal Government  Congress  Iowa Supreme Court  Circuit Court of Elmore County US Constitution	governments of the world state and federal congresses a state supreme court many circuit courts a constitution
<b>Military Rank</b>	Colonel John Warden  Staff Sergeant Taylor  NOTE: Use only surname after first full title and name  Brigadier General; James Savada Master Sergeant Denise Roberts.....	Thirty majors and ten colonels She is a staff sergeant.  General Savada MSgt Roberts



## CAPITALS – STATE AND LOCAL GOVERNMENTS

<b>State and local organizations, but not the shortened names</b>	Virginia Assembly Montgomery County Board of Health	the assembly a board of health
<b>The word state only when it follows the name of a state</b>	New York State is called the Empire State. The state of Alaska is the largest in the Union.	
<b>A shortened word for US</b>	After an assignment overseas, we returned to the States.	
<b>The word city as part of a city's name or a city's nickname</b>	Kansas City The city of Cleveland, Ohio Chicago is the Windy City. Philadelphia is the City of Brotherly Love.	
<b>Heads of state</b>	President Bill Clinton Our Vice President will speak The Queen (of England)	

## CAPITALS – ACTS, BILLS, DOCUMENTS, LAWS, TREATIES, WARS

<b>Titles of official acts, amendments, bills, documents, manuals, directives, laws, treaties, and wars, but not the common nouns</b>	Social Security Act Air Force Handbook 37-137 Air Force Manual 37-126 Sherman Antitrust Law 18 <sup>th</sup> Amendment Vietnam Conflict Korean War World War II WWI	the act the handbook the manual antitrust law; the law the income tax amendment a conflict in Vietnam a war in Korea The war of the world
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## CAPITALS – COLLEGES, AGENCIES, MILITARY GROUPS

<b>Colleges and agencies, but not common nouns</b>	Air Command and Staff College University of Nebraska The National Security Council	the college the university the council
<b>Military Groups</b>	<p>14<sup>th</sup> Infantry</p> <p>NOTE: When using the abbreviated form (e.g., ABW versus Air Base Wing), do not use <i>th</i>, <i>st</i>, or <i>d</i> with the number. When writing it out in its entirety (Supply Squadron versus SUPS), add the <i>th</i>, <i>d</i>, or <i>st</i> to the number.</p> <p>3800<sup>th</sup> Air Base Wing or 3800 ABW</p> <p>If base is abbreviated, abbreviate the state.</p> <p>PAFB, FL or Patrick Air Force Base, Florida</p> <p>NOTE: Use the long method in written text and the short method in address elements, charts, and graphs.</p>	

## CAPITALS – NOUNS WITH NUMBERS AND LETTERS

<b>Capitalize nouns that are followed by numbers and letters</b>	ACT I Annex A Article 4 Book XI	Chapter 5 Chart 10 Exhibit A Room 332	TAB 2 Table 10 Volume 4
<b>Exceptions</b>	<p>Do not capitalize nouns <i>line</i>, <i>note</i>, <i>page</i>, <i>paragraph</i>, <i>size</i>, and <i>verse</i>.</p> <p>line 4                      page 220                      size 6 note 14                      paragraph 3                      verse 3</p>		

## CAPITALS – RACE

<b>Races</b>	African-American Italians Black	Caucasian Greeks White	Germans Asian
	Do not capitalize if use as a description-a white man, a black soldier.		

## CAPITALS – PROGRAMS

<b>Programs, Movements, or Concepts</b>	Social Security Administration Medicare Act Socialist Labor party Civil Rights Act Warfare Studies Phase	social security benefits medicare payments socialism a civil rights leader the phase
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## CAPITALS – TIME PERIODS

<b>Days of the Week, Months, Seasons</b>	Sunday, Monday January; February This fall I will go home. The winter of 1967 was fierce.	
<b>Holidays, Religious Holidays, Eras</b>	Fourth of July Veteran's Day Passover Dark Ages The Christian Era Roaring Twenties	the Fourth New Year's Day Kwanzaa Middle Ages the Victorian Era

## CAPITALS – COMMERICAL PRODUCTS

<b>Trade names, variety names, market grades, and brands</b>	Minute Maid orange juice (trade name) Plexiglas (trade name)  American Beauty rose (variety)  Choice lamb chops (market grade)  Coca-Cola; Coke Kleenex	cola drink tissue
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# NUMBERS

<b>Overview</b>	<p>When expressing numbers, keep in mind the significant differences in the appearance of numbers. Figures will grab attention immediately because they stand out more clearly from the surrounding words while numbers expressed in words look like the rest of the words in the sentence. Figures emphasize, words de-emphasize.</p> <p>The following guidelines cover the preferred military style of expressing numbers. Remember, however, that sometimes-personal preference, organizational preference, and appearance may take precedence over these guidelines. If you organization has a preferred style- use it. If not, apply the following guidelines:</p> <ol style="list-style-type: none"> <li>1. In general, numbers 10 and above should express in figures, and numbers one through nine should be expressed in words.</li> <li>2. It is appropriate, though, to use numbers in tables, charts, and statistical material.</li> <li>3. Note each type of number usage detailed below.</li> </ol>	
<b>Time</b>	payable in 30 days waiting 4 hours	a note due in 6 months 10 minutes later
<b>Age</b>	a 3-year-old child	52 years 10 months 5 days old
<b>Clock Time</b>	at 8:25 a.m. after 2:45 p.m.	2 o'clock 0700 (no "hour in military time)
<b>Money</b>	a \$50 bill \$5,000 worth \$3 a pound	it costs 75 cents \$2 million a check for \$125
<b>Measurements</b>	110 meters long 5,280 feet about 3 yards wide	2 feet by 1 foot 8 inches 8- by 11-inch paper 175 horsepower
<b>Dimensions, Sizes, and Temperatures</b>	a room 5 by 8 meters a 10- by 20-foot room	size 8 shoes The thermometer reads 32 degrees

<b>Percentages, Ratios, Proportions, Scores, and Voting Results</b>	a 2 percent discount a vote of 12 to 3 a proportion of 5 to 1	Alabama 13 Auburn 7 a 50-50 chance a 5-to-1 ratio
<b>Numbers referred to as Numbers, and Mathematical Expressions</b>	pick a number from 1 to 10 multiply by $\frac{1}{2}$	number 13 is considered unlucky
<b>Abbreviations, Symbols, Serial Numbers, and Documents Identifiers</b>	\$25 paragraph 2 serial number 09876 lines 25 and 42	350-351 BCE (before common era) Attachment 3 Genesis 2:14 pages 246-249
<b>Unit Modifiers and Hyphenations</b>	5-day week 1 $\frac{1}{2}$ -inch pipe	8-year-old car 110-metric-ton engine
<b>Dates</b>	5 March 1995 or 5 Mar 95 4 April to 20 June 1995  Fiscal Year 1996 Academic year 1995	13 <sup>th</sup> of July Class of 1995 or Class '95-3 FY96 the academic year
<b>Numbers in a Series</b>	Six children ate 10 hamburgers, 12 hot dogs, and 6 ice cream bars. Our office has six officers, one secretary, and two editors. Our tiny 200 square feet office has 5 desks, 2 bookcases, and 5 people.	
<b>Plural Numbers</b>	<p>Numbers expressed in figures are made plural by adding <i>s</i> only.</p> <p>in the 1990s temperature in the 80s</p> <p>four 10s in the desk two F-16s at the base</p> <p>Note: To pluralize a number that is used as part of a noun, place the <i>s</i> on the noun and not the number:</p> <p>Form 282 File the 282.</p> <p>Forms 282 File the 282s.</p>	



## DOCUMENTATION AND WORKS CITED

<b>Documentation</b>	<p>Research papers, many reports, and articles for publication require documentation of all information obtained from books, periodicals, and other outside sources.</p> <p>Documentation consists of:</p> <ul style="list-style-type: none"><li>(1) <b>citations</b> – (parenthetical references), within your text, of sources of material you used, and</li><li>(2) a <b>works cited page</b> – an alphabetical list, at the end of your paper, of all the sources you used. Do not list material unless you have cited the material in the paper.</li></ul> <p>Papers for DEOMI WIN use the Modern Language Association (MLA) style.</p>
<b>Citations</b>	<p>If you quote exact words, you must cite the source, in quotes.</p> <p>When you paraphrase (restate) or summarize a specific fact or idea from a source that is not common knowledge, you <b>must</b> cite the source even though it is in your own words.</p> <p>The aim of citing sources is to tell enough about each source that your reader can locate the source and the information, and you must always make clear where the source material begins and ends in your text.</p>
<b>Common Knowledge</b>	<p>Do not cite common knowledge unless the information is unbelievable. Common knowledge includes: (1) information that exists in any dictionary or encyclopedia and (2) information or opinions that are easily found in more than one source on a given subject.</p> <p>Example: Martin Luther King, Jr. was one of the most important members of the Civil Rights Movements.</p> <p>Though that sentence seems to be an opinion, it is a commonly held opinion and does not need to be cited.</p> <p>Do cite any common knowledge that people might not believe: Seventy-five percent of all Americans believe in extraterrestrial life (72).</p>

<b>Direct Quotation</b>	According to one recent study, “Neighborhoods are often knit together by class and cultural cohesiveness” (Jones 291).
<b>Paraphrase</b>	Jones observes that a community is often unified by the common culture and social class of its people (291).
<b>Paraphrase with Quote</b>	Jones observes that “class and cultural cohesiveness” often unites a community (291).
<b>Reference to (Jones 291)</b>	Your reader can find full information about the source by turning to your works cited page:  Jones, Jacqueline. <u>The Dispossessed: America’s Underclass from the Civil War to the Present</u> . New York: Basic, 2001.

## DOCUMENTATION LIST – BOOKS

<b>One Author</b>	Quinn, Susan. <u>Marie Curie: A Life</u> . New York: Simon, 1995.
<b>Two Authors</b>	Morris, Judith, and Mary Morris. <u>Harper Dictionary of Contemporary Usage</u> . 2 <sup>nd</sup> ed. New York: Harper, 1985.
<b>Three Authors</b>	Stern, Robert A.M., Thomas Mellins, and David Fisherman. <u>New York 1960: Architecture and Urbanism between the Second World War and the Bicentennial</u> . New York: Monacelli-Penguin, 1995.
<b>More than three authors</b>	Morris, Desmond, et al. <u>Gestures</u> . New York: Stein, 1979.
<b>Author and editor (Ed.) or translator (Trans.)</b>	Hughes, Langston. <u>The Collected Poems of Langston Hughes</u> . Ed. Arnold Rampersad and David Roessel. New York: Knopf, 1994.
<b>Editor, no Author</b>	Langer, Lawrence L., ed. <u>Art from the Ashes: A Holocaust Anthology</u> . New York: Oxford UP, 1995.



<b>One Author; One of Several Volumes of a book date.</b>	Caro, Robert A. <u>Means of Ascent</u> . New York: Knoph, 1990. Vol 2 of <u>The Years of Lyndon Johnson</u> . 2 vols. To 1982 -.
<b>Essay or article in a collection</b>	White, E. B. "Freedom." <u>The American Reader: Words That Moved a Nation</u> . Ed. Diane Ravitch. New York: Harper, 1990. 275-279.
<b>Bulletin or Government Publication</b>	Unites States. Bureau of the Census. Consolidated Federal Funds Report: Fiscal Year 1993-II. Washington: GPO, 1994.
<b>Encyclopedia Article</b>	Auclair, Marcelle. "Garcia Lorcs, Federico." <u>The New Encyclopedia Britannica: Micropaedia</u> . 15 <sup>th</sup> ed. 1995.

## DOCUMENTATION LIST – PERIODICAL ARTICLES

<b>Magazine Article</b>	Maranto, Gina. "Delayed Childbearing." <u>Atlantic Monthly</u> . June 1995: 55-66.
<b>Magazine Article, No Author</b>	"Making Money the Nonprofit Way." <u>U.S. News and World Report</u> . 26 June 1995: 19.
<b>Review</b>	Mitch, Mozella G. Rev. of <u>Conversations with Giovanni</u> , ed. Virginia C. Fowler. <u>African American Review</u> 29 (1995): 155-157.
<b>Journal Article</b>	Goose, Stephen D., and Frank Smyth. "Arming Genocide in Rwanda." <u>Foreign Affairs</u> 73.5 (1994): 86-96.
<b>Newspaper Article</b>	Dodd, Catherine. "Florida Panthers Get Some Outside Genes." <u>New York Times</u> . 20 June 1995, late ed.: C1+.
<b>Newspaper article or Editorial, No Author</b>	"The Politics of Letter Writing." Editorial. <u>Washington Post</u> . 10 May 1995: A24.

## DOCUMENTATION LIST – ELECTRONIC SOURCES

<b>TV or radio program</b>	“Keepers of the Wild.” <u>National Geographic Special</u> . Narr. Glenn Close. Writ. And dir. Allison Argo. PBS. WNET, New York. 30 Aug. 1995.
<b>CD or audio tape</b>	Cole, Nat King. “Stardust.” By Hoagy Carmichael and Mitchell Parish. <u>Sleepless in Seattle</u> . Sony, 1993.
<b>Motion picture</b>	<u>Apollo 13</u> . Dir. Ron Howard. Perf. Tom Hanks, Kevin Bacon, and Bill Paxton. Universal, 1995.
<b>Videotape</b>	<u>Apollo 13</u> . Dir. Ron Howard. Perf. Tom Hanks, Kevin Bacon, and Bill Paxton. Universal, 1995. Videocassette. Universal, 1995.
<b>Computer disk</b>	<u>Quicken Family Lawyer</u> . Diskette. Hiawatha, IA: Parsons, 1995.
<b>CD-ROM</b> (If no printed source, give just the electronic source)	Jaworska, Ewa. “Prepositional Phrases as Subjects and Objects.” <u>Journal of Linguistics</u> 22 (1986): 355-374. Abstract. ERIC. CD-ROM. UMI-Proquest. Dec. 1991.
<b>Electronic mail</b>	Cooper, Phoebe. “Victorian Bath Houses.” E-mail to: Lisel Virkler. 25 Feb. 1998.
<b>An online posting (listserv)</b>	Tompa, Peter K. “NUM: 2 Questions about Marcus Aurelius.” 28 Jan 1996. Online posting. NUMISM-L: Ancient and Medieval Numismatics. 8 April 1998, <a href="http://www.umich.edu/~classics/archives/numism/numism.960128.01">www.umich.edu/~classics/archives/numism/numism.960128.01</a>
<b>An online posting (Usenet posting)</b>	Conklin, George. “Re: Density and Commutes (Was: Re: Who Pays for the Raods.” 23 Mar. 1998. 8 April 1998 <a href="http://news.alt.planning:urban">news:alt.planning:urban</a>
<b>Website</b>	Szczesiul, Anthony, and Jason A. Pierce. <u>Walt Whitman and the Development of Leaves of Grass</u> . University of South Carolina. 3 April 1998 <a href="http://www.sc.edu/library/spcoll/amlit/whitman.html">www.sc.edu/library/spcoll/amlit/whitman.html</a>
<b>DEOMI Vertical</b>	Smith, Thomas. “Racism.” <u>New York Times</u> . Vertical File: DEOMI West. (or East)
<b>Personal Interview</b>	Tannen, Deborah. Personal Interview, 28 December 1993.

## SAMPLE WORKS CITED

<b>Alphabetize</b>	Alphabetize all entries in one list, according to the last name of the author (if a work has more than one author, alphabetize by the author named first on the title page). If a work gives no author, alphabetize by the first word of the title (other than <i>a</i> , <i>an</i> , <i>the</i> ).
<b>Indent</b>	MLA Style. After the first line of an entry, indent all lines five spaces. Double-space all entries.

### Works Cited

Ambrose, Stephen E. Nixon The Education of a Politician. 1913-1962. New York: Simon, 1987.

Caro, Robert A. Means of Ascent. New York: Knopf, 1990. Vol. 2 of The Years of Lyndon Johnson. 2 vols. to date. 1982.

Hughes, Langston. The Collected Poems of Langston Hughes.

Ed. Arnold Rampersad and David Roessel. New York: Knopf, 1994.

Maranto, Gina. "Delayed Childbearing." Atlantic Monthly. June 1995: 55-66.

Szczesiul, Anthony, and Jason A. Pierce. Walt Whitman and the Development of Leaves of Grass. University of South Carolina. 3 April 1998.

[www.sc.edu/library/spcoll/amlit/whitman.html](http://www.sc.edu/library/spcoll/amlit/whitman.html).

White, E.B. "Freedom." The American Reader: Words That Moved a Nation. Ed.

Diane Ravitch. New York: Harper, 1990. 275-279.

Zollo, Ann. "The Complete Guide to Nightcrawlers." Worm Growers Association

Home Page. 29 April 2000. 28 June 2002.

<http://night.crawler.edu>

## FIVE PARAGRAPH ESSAY FORMAT

<b>The Format</b>	At DEOMI, we use the five-paragraph format. This format is the same one taught in many college composition courses and adapts itself easily to the military technical writing style.
<b>The Introduction</b> First Paragraph	<p>The introductory paragraph will contain at least three sentences. Regardless of the number of sentences in the introductory paragraph, the motivator, thesis, and blueprint should appear in the following order.</p> <ul style="list-style-type: none"><li>A. one-sentence motivator.</li><li>B. one-sentence thesis statement.</li><li>C. one-sentence blueprint statement. (or combine with thesis statement)</li></ul>
<b>The Body</b> Second, Third, and Fourth Paragraphs	<p>Body paragraphs will contain the following information:</p> <ul style="list-style-type: none"><li>A. Topic sentence in each paragraph. The topic sentence “sums up” the rest of the paragraph. The topic sentence must have a phrase or a word match with the blueprint. .</li><li>B. Transitions should be either at the end of a paragraph to lead a reader into the next paragraph or the first sentence of the next paragraph.</li><li>C. Each body paragraph will contain no fewer than four sentences.</li><li>D. See the section called “Information Paper” in this handbook for flow of support.</li></ul>
<b>Conclusion</b> Fifth Paragraph	<ul style="list-style-type: none"><li>A. The conclusion will restate both the thesis and blueprint statements in different words.</li><li>B. Additional sentences will wrap up the entire paper.</li></ul>

## FORMAT INSTRUCTIONS FOR ALL ASSIGNMENTS

<b>Five Paragraphs</b>	The introductory paragraph must include a motivator, a thesis statement, and a blueprint. The content of the body must support the thesis statement and follow your blueprint. Be careful not to include new information in the conclusion. An EO tie-in is required in assignments 2,3, and 4. (See section “EO Tie-in” in this handbook.)
<b>Font and Spacing</b>	Final papers will be in Times New Roman font, size 12, double-spaced, with 1-inch margins at the top, bottom, and sides. Use left justification-do not “justify” or “full justify” (in other words, indent paragraphs).
<b>Title</b>	Center the title at the top of the page. The title must be in all CAPITAL LETTERS. You must create the title of your first paper, but all subsequent papers are titled with the subject given to you.
<b>Paper Length</b>	Paper length. Adhere to paper length (minimum/maximum) requirements for each paper. There must be five paragraphs with a minimum of four sentences per body paragraph. Indent the first line of each paragraph five spaces.
<b>Name in ID Line</b>	<p>Papers for each assignment must have an identification line in the footer.</p> <p>Rank or rate and last name/student number/Instructor’s title and last name/small group section number/preparation date (day month year).</p> <p>Example: MSgt Craig/12456/Prof. Jones/Small Group 1/22 Aug 94</p>
<b>Page Numbering</b>	Do not number the first page. Number the second and subsequent pages in the upper right corner of the paper.
<b>Order of final paper, rough drafts, etc.</b>	<p>When turning in the narrative, staple the paper together in the following order (do not use plastic covers, folders, or paperclips)</p> <ol style="list-style-type: none"> <li>1. Grading Sheet (fill in top part)</li> <li>2. Final paper</li> <li>3. Works Cited (if applicable)</li> <li>4. Drafts</li> <li>5. Outline</li> <li>6. Photocopies of cited sources</li> </ol>

## THE TEN-STEP WRITING PROCESS

<b>Overview</b>	The following are the six prewriting and four writing steps that comprise the Ten-step Writing Process used throughout the Defense Equal Opportunity Management Institute (DEOMI) Writing Program. This program has been specially designed to help military members gain the needed writing skills necessary in the EO arena.
<b>Pre-writing steps</b>	<ol style="list-style-type: none"> <li>1. Identify your topic.</li> <li>2. Brainstorm ideas and form a preliminary outline.</li> <li>3. Decide on a purpose (thesis statement).</li> <li>4. Carefully consider audience (Who will read this?)</li> <li>5. Decide organizational pattern and development (e.g., chronological, cause and effect, problem and solution, good news to bad news, and most significant).</li> <li>6. Prepare final outline.</li> </ol>
<b>Writing steps</b>	<ol style="list-style-type: none"> <li>7. Begin to write and keep writing towards a rough draft.</li> <li>8. Develop a creative opening statement.</li> <li>9. Edit the draft for correctness and clarity (get feedback from others).</li> <li>10. Put paper aside (at least a day), then go back and complete the assignment.</li> </ol>

## EO TIE-INS

<b>Using ideas</b>	<p>Each paper must have an EO tie-in. An EO tie-in relates the subject of the paper to the student's role as an EOA and to possible problems in a military unit. In order to satisfy this requirement, facts are not enough; only ideas can be related between the subjects of the papers and military units.</p> <p>For example: The subject titled "Trail of Tears" was a conflict between the Native Indians and the US Government. By understanding the complexity of the conflict, students can then discuss the "Trail of Tears" with ideas learned throughout all DEOMI courses. The idea of "ethnocentrism" relates to the subject and modern EO better than the fact of the US Government taking land from the Native Indians. Obviously, conflicts concerning ethnocentrism will occur in units more often than conflicts concerning the "Trails of Tears."</p>
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## OPINION PAPER

<b>Title</b>	Writing Program
<b>Assignment number</b>	3241
<b>Assignment Title</b>	Opinion Paper (Writing Assignment 1)
<b>Activity Goal</b>	<p>This assignment introduces students to the ten-step writing process and five-paragraph essay format. There is no research required; students will draw from their own experiences and ideas. Adherence to format and clear, effective writing are the focus for this assignment. The topic is the same as the initial/evaluative essay: “Three qualities an effective EOA needs to process.”</p> <p>Focus on describing or defining those qualities and why those qualities are essential to being an effective EOA. Do not assume your reader possesses the same meaning of your chosen qualities. (Limit any examples from your life that “prove” you exhibit these qualities).</p> <p>Avoid, whenever possible, using “I”; discuss the ideas more than yourself.</p>
<b>Timeline</b>	<p>Students have one week to complete this assignment.</p> <p>Instructors distribute and discuss the paper _____</p> <p>Students turn in paper on _____</p> <p>Feedback on paper on _____</p>
<b>Paper length</b>	This paper must be a minimum of two pages not to exceed four pages.

## INFORMATION PAPER

<b>Title</b>	Writing Program
<b>Assignment number</b>	3242
<b>Assignment Title</b>	Information Paper (Writing Assignment 2)
<b>Activity Goal</b>	This assignment provides the opportunity to research a given topic, to provide basic, factual information, and to practice focusing and clarifying ideas. Research, organization of material, and clarity of ideas is the focus for this paper. This paper gives the student practice at enlivening static information.
<b>Timeline</b>	<p>Students have two weeks to complete this assignment.</p> <p>Instructors distribute and discuss the assignment.</p> <p>Feedback on rough drafts _____.</p> <p>(Students must bring rough drafts to class on this day.)</p> <p>Students turn in assignment on _____.</p> <p>Feedback on the assignment on _____.</p>
<b>Paper length</b>	Total length of this paper must be two pages. Text must fill three quarters of the second page to meet this two-page requirement. Do not go onto a third page.
<b>Overview</b>	Prepare an Information Paper. Use only the designated topic. Analyze the assignment, plan the research, share research strategies, conduct the initial research, decide on the purpose of your paper, organize information, and develop an outline and draft as part of the process of preparing this paper.



<b>Relevant Facts</b>	The information provided should somehow be important to help the commander with an equal opportunity issue. For example, if you write about Dr. Martin Luther King, Jr., a description of his house is irrelevant for the purpose of producing this paper. Do not include information just because it is interesting. Stay with important facts regarding Dr. King's work from an equal opportunity viewpoint.
<b>No opinions</b>	In an information or background paper, only give information. Do not express your opinions, offer recommendations, or draw conclusions. Provide only important facts about your topic.
<b>Citations</b>	Cite and reference at least two sources of different kind. One of these should be a book. The other source can be taken from periodicals, internet, DEOMI Library's Vertical File, Other. Use the MLA Citation method; attach a bibliography. Do not use more than six lines of quotes. Refer to this Handbook and study the information covered in Documentations and Work Cited.
<b>Paragraphs</b>	<p>The introductory paragraph must include a motivator, a thesis statement, and a blueprint. The content of the body must support your thesis statement and follow your mapping sentence. Be careful not to include new information in the conclusion. Restate only information from the introduction and the body of your paper. There must be five paragraphs with a minimum of four sentences per body paragraph. Any facts or ideas not related to the thesis statement will count against the final grade.</p> <pre> graph TD     Thesis[Thesis] --- Blueprint[Blue-print&lt;br/&gt;1 2 3]     Blueprint --- P1[Topic sentence&lt;br/&gt;Sentences in paragraph]     Blueprint --- P2[Topic sentence&lt;br/&gt;Sentences in paragraph]     Blueprint --- P3[Topic sentence&lt;br/&gt;Sentences in paragraph]   </pre>
<b>EO Tie-in</b>	The information Paper must include an EO tie-in. The tie-in must be in the body of the paper.

## ADVOCACY PAPER

<b>Title</b>	Writing Program
<b>Assignment number</b>	3243
<b>Assignment Title</b>	Advocacy Paper (Writing Assignment 3)
<b>Activity Goal</b>	<p>This assignment provides the opportunity to research a given topic and to practice skills of persuasion. You must express a distinct opinion based on your research. Since you must advocate a biased view of the information, you will be developing insight into how people form beliefs and create arguments to support those beliefs. The focus of this paper is to hone the student's ability of perceiving persuasive techniques and of using persuasive techniques.</p>
<b>Timeline</b>	<p>You have approximately two weeks from the assignment date on the writing program schedule to complete this paper. Time may vary depending on the class schedule.</p> <p>Instructors distribute and discuss the assignment _____. Prewriting feedback on _____. Students turn in assignment on _____. Feedback on the assignment on _____.</p>
<b>Paper length</b>	<p>This paper must be a minimum length of three pages. Do not exceed four pages.</p>
<b>Overview</b>	<p>The paper should include persuasive appeals supporting the assigned issue. Refuting and addressing key points fo the opposition might help your position, however, the main focus of the argument should be a "pro" view for the bias rather than a "con" against the opposing view. Too much refuting of the opposition may lower your grade.</p>
<b>Citations</b>	<p>Cite and reference at least two sources of different kind. One of these should be a book. The other source can be taken from periodicals, internet, DEOMI Library's Vertical File, other. Use the MLA citation method; attach a Works Cited. Do not use more than six lines of quotes in the entire paper.</p>
<b>EO Tie-in</b>	<p>The Advocacy Paper must include an EO tie-in. The tie-in must be in the body of the paper.</p>

## ANALYSIS PAPER

<b>Title</b>	Writing Program
<b>Assignment number</b>	3244
<b>Assignment Title</b>	Analysis Paper (Writing Assignment 4)
<b>Activity Goal</b>	This assignment combines prior writing goals of the course toward the goal of analyzing a subject. You must express a distinct informed opinion based on your research and support your opinion through your analysis. In most cases, your opinion will, in some manner, mediate two opposing views concerning your subject. For more information concerning “how to analyze,” see the sub-sections “Cause and Effect” and “Theory.”
<b>Timeline</b>	<p>You have two weeks from the assignment date on the writing program schedule to complete this paper. Time may vary depending on the class schedule.</p> <p>Instructors discuss assignment  Prewriting feedback on _____.  Students turn in assignment on _____.  Feedback on this assignment _____.</p>
<b>Paper length</b>	Write a four-page analysis paper. Do not go onto page five. The minimum length is 3 ½ pages.
<b>Overview</b>	Using only the designated topic, analyze the assignment, plan your research, share research strategies, conduct the initial research, organize information, and develop an outline and draft as part of the process of preparing this paper.
<b>Citations</b>	Cite and reference at least two sources of different kind. One of these should be a book. The other source can be taken from periodicals, internet, DEOMI Library’s Vertical File, other. Do not use more than six lines of direct quotes. Attach a Works Cited for all of your references used in the paper.
<b>EO Tie-in</b>	The Analysis Paper must include an EO tie-in to your unit. The tie in must be in the body of the paper.

<b>Analysis</b>	<p>Pay close attention to the in-class instructions on analysis. While the methods of analysis vary among teachers, the aim of analysis does not.</p>												
<b>Cause and effect</b>	<p>Cause-effect: Analyze the causes and effects of the incident or situation in your subject. (Be careful; this form of analysis can too often become just a lengthy information paper)</p> <p>With Cause and Effect, analyze:</p> <ol style="list-style-type: none"> <li>1. the background of the topic (why it occurred)</li> <li>2. the topic itself (including major elements and key people involved)</li> <li>3. the impact on the people involved, both participants and non-participants.</li> <li>4. The impact the underlying issues have on your unit.</li> </ol>												
<b>Theory</b>	<p>Using any of the following broad lenses allows us to interpret events in ways other than those we are accustomed to using, which allows us to “break out of the box”. In this manner, we form “a” meaning to an event and avoid an erroneous statement of “the” meaning of an event.</p> <p>The following lenses are each useful in analyzing any incident:</p> <table> <tr> <td>Clash of values:</td><td>Opposing sides in conflict uphold different values about life, liberty, land, or opportunity.</td></tr> <tr> <td>Economic inequity:</td><td>Inequality of money and resources caused the conflict, or continues to aggravate the conflict.</td></tr> <tr> <td>Opposing beliefs:</td><td>Religious beliefs cast others as evil or as not as worthy of in-group.</td></tr> <tr> <td>Different politics:</td><td>Each sides has different political agendas which cause or sustains the conflict.</td></tr> <tr> <td>Power disparity:</td><td>Those in conflict have uneven levels of power, either physical, intellectual, or political power.</td></tr> <tr> <td>DEOMI “-isms”:</td><td>Theories from sociology, historical studies, cultural anthropology, psychology, and literary studies that discuss relations among people.</td></tr> </table> <p>EO TIE IN—The EO tie in should analyze the subject according to the relevance the underlying concepts have to your unit. This accomplishes the analysis part of the paper.</p>	Clash of values:	Opposing sides in conflict uphold different values about life, liberty, land, or opportunity.	Economic inequity:	Inequality of money and resources caused the conflict, or continues to aggravate the conflict.	Opposing beliefs:	Religious beliefs cast others as evil or as not as worthy of in-group.	Different politics:	Each sides has different political agendas which cause or sustains the conflict.	Power disparity:	Those in conflict have uneven levels of power, either physical, intellectual, or political power.	DEOMI “-isms”:	Theories from sociology, historical studies, cultural anthropology, psychology, and literary studies that discuss relations among people.
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## TALKING PAPER

<b>Title</b>	Writing Program
<b>Assignment number</b>	3245
<b>Assignment Title</b>	Talking Paper (Writing Assignment 5)
<b>Activity Goal</b>	<p>This assignment provides the opportunity to assemble the essential elements to produce a thorough talking paper (point paper). The subject matter for this paper coincides with the decision brief.</p> <p>As an EO advisor, you are planning the events for an upcoming ethnic observance. The CO has selected two individuals as potential speakers for the opening ceremonies. You are to do research and recommend one of them. The CO will use your information to decide who the guest speaker will be for the event.</p> <p>A talking paper is an outline you develop to give the CO before your presentation. The paper should contain sufficient information to show your development; however, it should not be so detailed as to contain each point of your presentation.</p>
<b>Timeline</b>	<p>You have approximately one week from the assignment date on the writing program schedule to complete this paper.</p> <p>Students turn in assignment on _____.</p> <p>Feedback on the Talking Paper on _____.</p>
<b>Paper length</b>	<p>The talking paper <i>should not exceed one page</i>.</p> <p>Your font size may be either 10 pt or 12 pt for this paper.</p>
<b>Overview</b>	<p>Your paper will follow the same progression as your briefing. Your CO should be able to follow your Talking Paper as you speak. Consult the Decision Brief Assignment for additional information.</p> <p>Make two copies of your talking paper. You will present one copy to your small group trainers as a visual aid during your Decision Brief.</p>

<b>DEOMI WRITING EVALUATION</b>			
Writer/Student:		Student #	Small Group #
Instructor:		Assignment #	
<p>Grading Criteria: Each assignment receives two grades, one for mechanics (grammar) and one for essay (writing) skills; each is worth 50 points. The final grade will be the sum of these two grades. Students must rewrite papers with a grade of 69 or lower.</p>			
Mechanic/Grammar Skills		Essay/Writing Skills	
Abbreviations/Symbols	_____	Introduction (5)	_____
Capitalization	_____	Thesis Statement (10)	_____
Missing/Extra Words	_____	Blueprint (10)	_____
Numbers	_____	Support Statements	_____
Parallel Structure	_____	Sequence (5)	_____
Plurals	_____	Analysis	_____
Possessives	_____	Unity (5)	_____
Prepositions	_____	Coherence	_____
Pronouns	_____	Voice	_____
Punctuation	_____	Topic Sentence	_____
Run-On Sentences	_____	Conclusion (5)	_____
Sentences Fragment	_____	References/Bibliography (20)	_____
Comma Splice	_____	Sentence Structure (Awkward)	_____
Spelling	_____	Audience (5)	_____
Subject-Verb Agreement	_____	Clarity	_____
Verb Tense	_____	EO Support/Tie-ins (20)	_____
Word Usage	_____	Redundancy	_____
_____	_____	Word Choice	_____
_____	_____	Tone	_____
		Format	_____
		_____	_____
		_____	_____
Total Points Deducted	_____	Total Points Deducted	_____
<b>MECHANICS GRADE</b>	_____	<b>ESSAY GRADE</b>	_____
<b>FINAL GRADE</b> _____			
Comments: _____ _____ _____			
_____ <b>Instructor's Signature</b>		_____ <b>Date</b>	

## SAMPLES OF CITING WITHIN THE BODY OF A TEXT

According to the Equal Opportunity Commission on Mars, most humanoids remain unaware of the importance of equal opportunity within school. Studies show that roughly 40% of males do not receive vital training in irrigation of inter-canal systems while fully 99% of females undergo rigorous studies in this subject. Even worse, the third Martian sex, the androgynous, receive only 10% (212). Unfortunately, most schools were set up as long ago as three centuries, when the inequities went unnoticed. During this time frame, all female work teams were the norm. Now, this disparity begins in the earlier years in our school systems (Mercado 23).

Cited within  
body of the  
text

Cite at end of  
text  
paraphrased  
text

Cite at end of  
paraphrased  
text

Change in  
page number  
of previous  
text (Smythe)

Direct quote  
in text  
(quoted in  
another book)

Direct quote  
from source

Although this problem seems to be constant, a group known as Martians Against Discrimination and Neglect (MADN) has developed an elementary curriculum program to combat this problem (Stoner 49). The program begins at the age of first entering school and involves subjects ranging from mathematics and irrigation techniques to telepathic communication (112). Iman Aleen, co-founder of MADN, states, “We will work diligently towards a better tomorrow and equality for all three sexes. We are committed to the ideal of equal chances for everyone” (as qtd. In Smythe 91).

“All Martians should be aware of any inequality in the educational process, including those subjects traditionally reserved for the other two genders. We mustn’t waste any mental resource. All Martians, whether green or blue, male, female or androgynous, contribute to the welfare of the community” (Mercado 9).